DOCUMENT RESUME

ED 123 123 88 SE 020 866

AUTHOR Kratky, Patricia; Haigh, Lois
TITLE Making Nutrition Education Count: A Guide for Nutrition Education K-6. Grade 6.
INSTITUTION Clay County Vocational Cooperative Center, Moorhead, Minn.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Jul 75
NOTE 45p.; Colored pages; For related guides grades K-5, see SE 020 860-865; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Consumer Education; *Curriculum Guides; *Elementary Education; Food; Grade 6; *Health Education; Instruction; *Nutrition; *Science Education
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This curriculum guide for nutrition education grade 6, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Several duplication masters are included. (RE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Making Nutrition Education Count A Guide for Nutrition Education K-6

JULY 1975

Prepared by Patricia Kratky, R.D. and Lois Haigh with assistance in development of the curriculum format from LaVonne Elsbernd.

The curriculum has been developed as a Pilot Project with funds provided by the Minnesota State Department of Vocational Education under the direction of Audrey Grote, Vocational Program Supervisor, Consumer-Homemaking, in cooperation with the Clay County Vocational Cooperative Center. The project administrator was Melvin O. Salberg.

CLAY COUNTY VOCATIONAL COOPERATIVE CENTER
2323-16 Avenue South, Moorhead, MN 56560

We wish to thank the K-3 teachers in Barnesville, Dilworth, Glyndon-Felton and Hawley elementary schools for their consideration and help during the testing period for the project.

Special thanks are extended to Thomas Sandhei, principal, and the faculty at Sharp Elementary school in Moorhead for their time and effort in teaching these lessons as a part of the testing process.

Many suggestions from all of these teachers have been incorporated into the lessons contained in this curriculum.

When duplicating these materials please give credit to Clay County Vocational Cooperative Center and the authors -- Thank you.

CLAY COUNTY VOCATIONAL COOPERATIVE CENTER
2323-16 Avenue South
Moorhead, MN 56560

MAKING NUTRITION EDUCATION COUNT

Only a half century ago, the science of nutrition was born in test tubes and animal experiments. Early knowledge demonstrated the effect of nutrition on health with remarkable clarity. Recent research has expanded the consequences of inadequate nutrition. Using recent accurate information to influence personal habits demands that the information be presented to every individual in an understandable and meaningful manner.

An infant's eating patterns becomes the adult's eating habits. The longer an imperfect pattern is continued, the more difficult it becomes to incorporate accurate information into the pattern. Helping the *elementary* student to incorporate accurate nutrition information into his life style becomes the goal of nutrition education.

Today's child has significant control over his eating pattern. Breakfast foods are often chosen by children. Family values toward sleep and family schedules may force the child to prepare breakfast for himself. Pocket money is often spent for self-selected snacks and meals. Some children prepare meals when the pressure of family schedules allow only individual sandwich meals. Nutrition education must influence these existing areas of decision for children to be meaningful to them.

WHAT IS NEEDED

Many factors influence an individual's dietary decisions. Thirteen of these factors were included in the concepts for this curriculum. While the concepts are related to each other, a given progression is not necessary to build to the final decision-making skill. The concepts follow groupings: affecting the health of the individual, the individual's social background and the individual's personal resources.

CONCEPTS AFFECTING THE HEALTH OF THE INDIVIDUAL

Affecting bodily well-being through nutrition
Affecting dental health through nutrition
Models for diet selection
Controlling bacterial growth in foods
How to keep foods safe temporarily
Treating foods to prolong safe usage

CONCEPTS AFFECTED BY SOCIAL BACKGROUND

Ethnic food traditions
Family food customs
Effects of peer influence on food habits
Effects of advertising on food choices

CONCEPTS AFFECTING PERSONAL RESOURCES

Supply of money affects food choices.
Accessibility of food affects food choices
Preparing food in different ways

HOW TO FIT IT IN

Each concept is taught in one lesson which usually is finished in slightly more than one half hour. More than one concept is taught in some lessons. The primary grades develop awareness in each of the factors influencing nutrition. The upper elementary grades apply and strengthen this awareness.

Concepts affecting health integrate into existing curricula for health and science. Careers in health and food production are also identified.

Each grade level has a different set of activities designed for that grade level's interests and traditional activities. Each activity builds upon skills gained in the preceding grade's activity for that concept. These are exemplary lessons and may need to be adapted for use in a specific classroom.

Each lesson involves an activity. All activities involve oral communication skills. Some activities use illustrative, dramatic, or written skills. The skill required by the activity depends upon the students level of knowledge.

SYMBOLS

Each lesson plan uses symbols to indicate

materials needed

reference materials for student use -- books in large italic capitals -- films, filmstrips, pamphlets in italic.

outline of teaching procedure

outline of student activities

BACKGROUND INFORMATION for the teacher's use and RECIPES are included when necessary.

EQUIPMENT

Each school should make available to every classroom upon need:

dish sponge
mild detergent
wax paper
several sets of graduated measuring cups and spoons
liquid measuring cups
paper towels
large bowl (4 quart)
small bowl (2 quart)
large stirring spoon
covered pitchers
rubber scrapers
hot pads
electric fry pan or selection of covered saucepans and hot plate
manual can openers
disposable dishes and silver as needed
laminated National Dairy Council Food Models

Other equipment will be needed as each lesson indicates.

Plans for a portable mini-kitchen will be available after January 1, 1976.

iiiii

MAKING NUTRITION EDUCATION COUNT

GRADE 6

LESSON CONCEPT	PAGE NUMBER
Affecting dental health through nutrition	6-1
Supply of money affects food choices	6-4
Treating traditional foods to extend safe usage	6-6
Models for diet selection and ethnic foods	6-11
The many forms of accessible foods affect bodily well-being	6-24
Effect of advertising on food choices	6-31
Treating traditional foods to prolong safe usage	6-33
The effect of peer influence on food habits	6-36

CONCEPT: Affecting dental health through nutrition

GENERALIZATION: Establishing the habit of eating low sugar snack foods is an important factor in dental health.

BEHAVIORAL OBJECTIVE: The student will select and prepare low sugar snack foods to serve at a dental health program to be presented to another class.

* *

-Snack recipes
Cups
Napkins
Materials for visuals

--*"Diet and Dental Health"* (teacher reference)
American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
Also available from
Minnesota Department of Health No. D22
717 S.E. Delaware Street
Minneapolis, MN 55440

"The Munchers: A Fable" (film)
American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

-Help the students plan a program to be presented to another class (K-3) which will promote the eating of low sugar snacks as an important aspect of better dental health. Have them plan to present a skit or puppet show which they will write, a radio or television program, make posters, or do a bulletin board.

After presenting the program, low sugar snacks prepared by the students will be served. The recipes could be duplicated and distributed to class.

-Do reading and research on dental problems and ways to prevent these problems. Plan dental health program; select snacks to be served from low sugar snack recipes and present to another class.
Make recipe sheets of low sugar snacks to share with class.

RECIPES FOR LOW SUGAR SNACKS

CARROT CELERY STICK BOUQUET - 32 Servings

EQUIPMENT	FOOD
Attractive tall glass or small vase	1 pound of carrots
Sharp knives	1 stalk celery with leaves if possible
Cutting boards	Fresh cauliflower or broccoli (if cost is reasonable)

Wash vegetables carefully. Cut carrots and celery into long thin strips. Leave a few leaves on the top of the celery sticks.

Put a little cold water in the vase. Stand carrots and celery up and arrange like flowers.

Separate cauliflower or broccoli into flowerettes. Stick into the celery and carrot stick arrangement.

CHEEZE POPCORN -- Makes 16 -- ½ Cup Servings

EQUIPMENT	FOOD
Popcorn popper	1/3 cup popcorn
Measuring spoons and cups	3 tablespoons oil
Hot pads	¼ cup margarine
Large bowl	¼ cup grated parmesan cheese
Large spoon	¼ teaspoon salt

Put oil and popcorn in hot popper. Pour into large bowl when finished popping.

Melt margarine, salt and cheese. Pour over the corn.

Stir carefully to coat evenly.

PEANUTTY POPCORN -- Makes 16 -- ½ Cup Servings

EQUIPMENT	FOOD
Popcorn popper	3 tablespoons oil
Measuring spoons and cups	1/3 cup popcorn
Hot pads	2 tablespoons margarine
Large spoons	¼ cup peanut butter
	¼ teaspoon salt

Put oil and popcorn into hot popper. Pour into large bowl when finished popping.

Melt margarine, peanut butter, and salt. Pour over corn.

Stir carefully to coat evenly.

Reheat popcorn to recrisp it in a 300° oven for 10 minutes.

RED COW -- 8 -- ½ Cup Servings

EQUIPMENT	FOOD
Measuring cups	1 package artificially sweetened cherry drink mix
½ gallon jar with tight cover	½ cup dry milk powder
Paper cups	1½ quart cold water

Put everything in the big jar. Cover jar tightly. Shake hard until foamy.

THIRST QUENCHER -- 16 -- ½ Cup Servings

EQUIPMENT	FOOD
Paper cups	1 -- 42 fluid ounce can unsweetened grapefruit juice
½ gallon jar with tight cover	1 -- 42 fluid ounce can unsweetened pineapple juice
	(Use commodities from school lunch if available)
	Ice cubes
	Fresh mint -- optional

Put everything in a big jar, cover tightly, shake.

Pour over ice cubes. Trim each cup with mint leaf.

FRUIT PUNCH -- 16 -- ½ Cup Servings

EQUIPMENT	FOOD
½ gallon jar with tight cover	1 small can frozen orange juice concentrate
Sharp knife	1 small can frozen apple juice concentrate
Paper cups	½ cup lemon juice
	1 apple or orange
	8 juice cans cold water

Mix juices and water in jar. Pour into cups. Float a very thin slice of apple or orange on top. If possible leave the skins on the slices, but remove the seeds.

CONCEPT: Supply of money affects food choices

GENERALIZATION: Many types of restaurants provide alternatives to preparing and serving meals at home. Therefore, it is important for everyone to be able to select meals which provide a balanced diet for restaurant menus for the amount of money available.

BEHAVIORAL OBJECTIVE: The student will compare the cost of a balanced menu prepared and eaten at home with the same foods prepared and served by several types of restaurants.

* *

--Restaurant menus -- select several from eating establishments like: Dairy Queen, Highway Host, Country Kitchen, Mr. Steak, specialty restaurants, hotel and motel dining rooms, McDonald's, Kentucky Fried Chicken
Copies of grocery ads from newspapers

- Use the attached unfinished sentences to direct a discussion on eating meals at restaurants.

Let students spend some time looking at the menus and picking out meals they would like to eat.

Plan a menu that would be a typical well-balanced "at home" meal. This could be done in groups and the whole class could select the one they feel is most appropriate. Find the approximate cost of foods on this menu by using grocery ads or checking in grocery stores via a field trip or checking food prices at home.

Let the students select comparable meals from the restaurant menus and compare costs of eating at home with eating out. For example, the price of a pound of lean ground beef can be compared to the cost of four servings of chopped steak or hamburger. They can discuss such things as eating a balanced meal when choosing food from a menu. Help them to see the possibilities of doing this with their knowledge of the basic four food groups.

Discuss the advantages and disadvantages of eating out.

Plan and assign a role play situation.

-Talk about meals eaten at restaurants. Look at some menus from different types of restaurants and decide on foods it would be fun to eat in the different restaurants. Plan "at home" menus and choose one as basis for comparison with restaurant food costs.
Compare eating at home with eating out.

ADDITIONAL ACTIVITIES: Plan a class trip to eat at a restaurant.

UNFINISHED SENTENCES

I wish we could eat out.....

My favorite place to eat out is.....

The main reason I eat the food I do is.....

The T.V. commercial for a restaurant that I like the best.....

My mother always tells me to order.....

When I go to a restaurant I feel.....

When I eat out I always try to order.....

ROLE PLAY

The roles described below are examples. You may wish to use some or all of these or devise your own.

Write each role on a separate slip of paper. Students who will do the role playing may draw slips of paper or you may wish to give them to students you will select.

1. Father -- concerned about money
2. Brother -- who thinks about how the food will taste and how much he can eat
3. Big sister -- who is in a hurry because there is an important meeting she has to go to or her friends are going to a game for which she is a cheerleader.
4. Mother -- sees the family is going to disagree and will be the one to bring about agreement among family members as to where they will go
5. Little brother/sister -- always disagree
6. Grandparent -- looking forward to eating out

Follow up with class discussion of role playing -- what attitudes do different people have about eating out? What would you do to help this family solve its problem?

CONCEPT: Treating foods to prolong safe usage under restricted storage conditions

GENERALIZATION: Technology has developed new methods of solving the problem of preservation and storage of food supplies. Space travel has been responsible for the development of an efficient process called freeze-drying which maintains food safely under restricted storage conditions.

BEHAVIORAL OBJECTIVE: The student will plan a food supply which will supply balanced meals under specified, unique conditions.

* *

--Situation sheet (attached)

--Duplicate situation sheet.

Divide class into groups. Each group will work on one of three situations to develop two lists of ten foods -- one list of "foods they want to take" and one list of "foods they need to take."

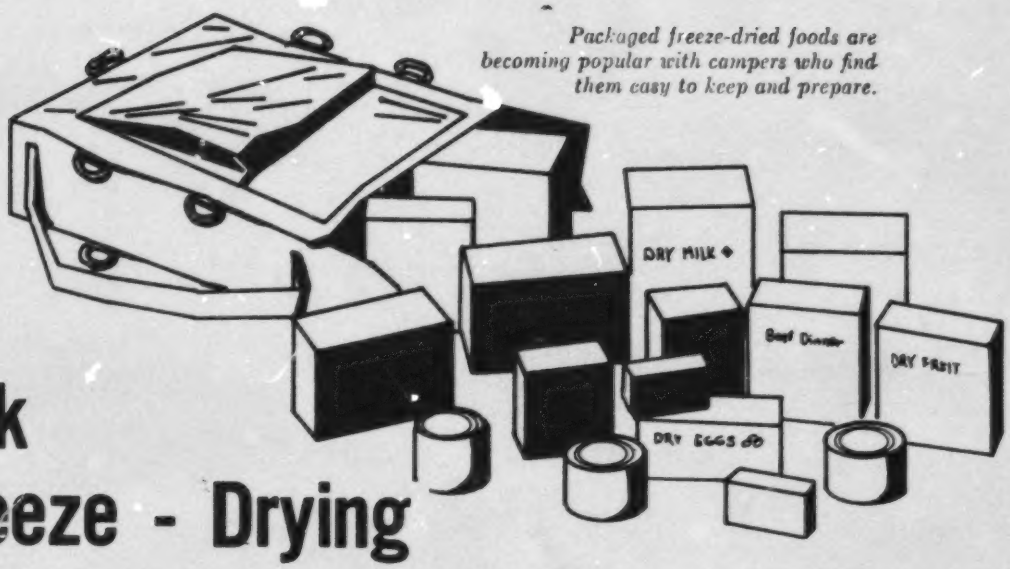
After the groups have completed their lists, talk about the following: are the "needs" and "wants" the same? Why or why not? What foods do they NEED to take? Why? (foods to provide balanced diet -- from four food groups) How did you plan the foods to take along which would be safe without a refrigerator? (freeze-dried and dehydrated foods do not need to be refrigerated; many do not need cooking; easy to store; easy to prepare) How would you feel about having to eat only freeze-dried or dehydrated foods for two weeks?

--Work in groups to plan foods to be used in a special situation.
Share your lists with the class.
Discuss factors which were considered when lists were compiled.

ADDITIONAL ACTIVITIES: Slice a potato. Keep it at room temperature for a day or two. Compare with an open box of freeze-dried potatoes (hash brown, potato buds) that is left open for the same length of time.

Prepare a freeze-dried soup mix such as Lipton's Cup-a-Soup.

Examine and taste a variety of freeze-dried foods.



Packaged freeze-dried foods are becoming popular with campers who find them easy to keep and prepare.

A Look At Freeze - Drying

Man's concern with food preservation is almost as old as his search for food. Had he not found ways to store foods without spoilage, he would have been forced to spend his entire life near a constant supply of fresh food, and the development of civilization would have been severely handicapped.

At first the major problems centered simply on finding methods of storage that would prevent spoilage. In more recent times the concern has been with refining methods or developing new processes that would prolong storage life, retain higher food quality and simplify storage, transportation and use. Smoking, salting, pickling, canning and freezing are all fairly familiar to most people, but it is in drying-probably the oldest method of all-that most of the recent advances have been made. One of the newest methods being developed is freeze-drying.

Freeze-drying as a process is not really new; it happens frequently in nature. Its use in food processing belongs to this century, however, and particularly to the last couple of decades.

What is freeze-drying?

Freeze-drying utilizes two of nature's own processes--freezing and drying. Essentially the process is this: the food is frozen and then placed in a vacuum chamber at a low air pressure. Here an interesting phenomenon known as sublimation takes place. The ice crystals in the food go directly from their solid state to a vapor, by-passing the liquid state. The chamber is equipped with some way of removing this vapor and eventually about 99 percent of the moisture in the food is removed. The food can then be stored without refrigeration for months, even years, without spoiling. When ready to use, the product is simply rehydrated and used as the fresh food would have been used.

The process of sublimation is familiar to many housewives who hang their laundry out to dry in sub-freezing temperatures. First the clothes freeze and stiffen, but then they eventually dry. The ice in the clothes virtually disappears-but it's no magic trick.

According to scientific evidence, molecules of water vapor are continually thrown into the air from the surface of a chunk of ice. At normal atmospheric pressures, these molecules collide with air molecules and are bounced back to the ice, and so the ice remains. If the ice is placed in a vacuum, however, there are fewer air molecules, and the molecules coming from the surface of the ice aren't bounced back, and the ice thus begins to "disappear".

Freeze-drying should not be considered a freezing method; it is simply a method of drying. It is often confused with dehydrofreezing, which reverses the steps. In this method, the food is first dried (usually by a hot-air method) and then the partly dried food remaining is frozen.

What are the advantages of freeze-drying?

Although all drying methods involve water removal, freeze-drying uses sublimation while the others depend on evaporation. Sublimation appears to be the key to higher quality. Because freeze-dried foods are not exposed to high temperatures, they do not have some of the disadvantages, such as flavor and appearance alterations, found in foods dried by the more conventional heat methods. Because the cellular structure is maintained, the food particles are not hardened, shrunken bits, and the product will rehydrate more easily. These foods do not need any refrigeration and can be stored for a long period of time without loss of quality.

Freeze-drying does have some disadvantages. The greatest problem is the high cost of the process, which takes anywhere from 3 to 35 hours. Even after the ice has disappeared, quite a bit of moisture remains in the cell walls of the food. This is more difficult to eliminate, but to insure storage stability, this moisture must be removed.

Another disadvantage is that many freeze-dried products are easily crumbled or crushed into a fine powder, which means they will not survive rough handling. Packaging that will protect them from tumbling and against physical damage from normal handling, as well as packaging that is moisture-proof, will be necessary. Many of the foods will also need protection from light and oxygen. This type of packaging is significantly higher in cost.

Another factor that may be considered a disadvantage is American consumer prejudice against dehydrated foods, mostly the result of inferior dried foods distributed during World War II. The average American consumer isn't very familiar with dehydrated foods, though they are more commonly used and accepted in Europe.

The Use of Freeze-Dried Products

The greatest users of freeze-dried products today are the United States Armed Forces. The U.S. Army Quartermaster Corps carries out considerable research and product development using this process. Though its prime objective is to develop products useful to the military, many have found their way into commercial markets. The armed forces use many freeze-dried foods in regular mess menus and plan to use them in emergency and combat-type foods. During their space flights, our astronauts dine on freeze-dried foods especially packaged for the conditions peculiar to space travel. And many exploring groups, particularly mountain climbers, take freeze-dried foods on their expeditions.

There are currently two other major markets for freeze-dried foods-the manufacturing and the institutional trades. Of these two, the manufacturing industry will probably be the largest market in the future by using freeze-dried items in mixes with other ingredients.

The consumer market is still at this time relatively small. Probably the most familiar product now available is freeze-dried coffee, which has won widespread consumer acceptance. Freeze-dried fruits are being used in breakfast cereals, and there are numerous possibilities for using them in puddings, cake mixes and other desserts. Soups made by freeze-drying are also on the market. And freeze-dried mushrooms have generated a great deal of interest in recent years.

Many freeze-dried foods are now popular amoung campers, to whom the advantages of lightness and excellent keeping qualities are very important.

The future will see increased availability and use of the freeze-drying process with a variety of meat, poultry and fish products, as well as with many fruits and vegetables suited to this type of processing. Dairy products including cottage cheese, cream cheese and cheese dips should be another big area; freeze-dried yogurt is now being used in Europe. Freeze-dried herbs and spices should gain ready consumer acceptance.

Not all foods make satisfactory freeze-dried products. And the process cannot overcome limitations of lesser-quality foods if they are used. Freeze-drying simply is an expensive food preservation method that produces a high-quality product-if foods of high quality are used.

SITUATION SHEET

SITUATION I

It's 2001.

You are going on a vacation to the moon. The trip will last one month. You need to decide what foods you can take. There are no refrigerators to put food in on the space ship. The space ship has a very small kitchen and you can only boil water.

What ten foods would you take with you? Make two lists: one of NEED TO TAKE and one for WANT TO TAKE.

SITUATION II

Next month you are going on a vacation trip to the Boundary Water Canoe area. Your vacation will last two weeks. You need to decide what foods you can take. You have to carry all the foods you need for two weeks. You can only carry about ten pounds of food. You cannot carry ice and there is no electricity. You will cook over a gas stove and since fuel must be carried also, you want to use the stove as little as possible. The rules say that no cans can be taken into the Boundary Water Canoe area.

What ten foods would you take with you? Make two lists: one of NEED TO TAKE AND one for WANT TO TAKE.

SITUATION III

Your class is making a disaster shelter for your school. You are planning to feed four people for a week. You will have a very small closet to store everything in. You used up most of the space storing water, a gas stove, and several pans. Now you need to decide what foods to put in the shelter. There is no refrigerator in the closet and electricity will not be working in the diaster.

What ten foods would you put in the shelter? Make two lists: one of NEED TO TAKE and one for WANT TO TAKE.

CONCEPT: Models for diet selection and ethnic foods

GENERALIZATION: Foods of all nationalities and ethnic groups can supply the nutrients necessary for bodily activity.

BEHAVIORAL OBJECTIVE: The student will demonstrate ability to match specific nutrients with foods containing these nutrients by playing the Min-Vita solitaire game. The student will plan ethnic menus according to the basic four food groups using foods from the Min-Vita solitaire food cards.

* *

--Min-Vita solitaire card game and rules (attached)

AROUND THE WORLD IN 80 DISHES
Polly and Tasha Vander Linde
Scroll Press
22 East 48 Street
New York, NY

A WHOLE WORLD OF COOKING
Rebecca Shapiro
Little Brown and Co.
Toronto, Canada

AMERICANA COOKERY
Favorite Recipes Press
P.O. Box 3396
Montgomery, AL 36109

"Food is More than Just Something to Eat" (free booklet)
Nutrition
Pueblo, CO 81009

"The Great Vitamin Mystery" (booklet)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

--This is an individual activity. One or more decks of Min-Vita with directions can be placed in an activity or learning center.

Each food card has the name of an American food and a food from an ethnic group found in America. Have the students use the foods on these cards to make two lists: an American foods list and an ethnic foods list. From these lists plan menus. (Check the menus to see that they are planned with foods from the four food groups.)

--Play Min-Vita solitaire.
Make two foods-lists from the food cards: an American list and an ethnic list. Find out about the listed ethnic food on Min-Vita food cards and plan a menu based on four food groups using ONLY ethnic foods.

ADDITIONAL ACTIVITIES:

Another game can be played using 42 cards from the Min-Vita deck by removing all double nutrient and their food cards plus one more pair. All the remaining cards are laid face down in seven rows of six cards each and played like Concentration.

After looking up recipes for ethnic foods, prepare and taste one or more in school.

Make another food source card with ethnic and American foods which could be substituted in the Min-Vita deck.

Play "Poppin' Swap" a card game which teaches food sources of nutrients. Can be purchased from:

The Pillsbury Company
1176 Pillsbury Building
608 Second Avenue South
Minneapolis, MN 55402

MIN-VITA SOLITAIRE DIRECTIONS

This game will help you learn that there are many different ways of preparing foods which supply needed vitamins and minerals. No one food supplies all the vitamins and minerals you need.

GETTING READY

Each player needs one deck of cards. The deck consists of nutrient cards and food cards. Shuffle all the cards. Make seven rows of cards as follows:

ROW 1 -- 1 card face up
ROW 2 -- 1 card face down, 1 more face up
ROW 3 -- 2 cards face down, 1 more face up
ROW 4 -- 3 cards face down, 1 more face up
ROW 5 -- 4 cards face down, 1 more face up
ROW 6 -- 5 cards face down, 1 more face up
ROW 7 -- 6 cards face down, 1 more face up

There will be 24 cards remaining in the deck. These are kept face down and called the hand.

PLAYING

To play the game, build series of food cards and nutrient cards until all the face down cards in the seven rows are turned over.

Begin playing by putting any matching face up cards over the nutrient card. When a face down card becomes uncovered, turn it over and play it if possible. If the first card in a series will match another card, the whole series can be moved to another row. A nutrient card or row of cards starting with a nutrient card may be moved to fill that space.

When no more moves are possible on the table, turn the top three cards from the hand over. If the top face up card matches any of the series on the table play it, uncovering another face up card. That card may also be played if usable. Repeat this step until no cards match and no further plays can be made. The hand may be gone through more than once, using groups of three cards each time.

Some nutrient and food cards show two nutrients. They can be used to match one of the shown nutrients with the series thus changing the series to the other shown nutrient. A double food card may be used to match the corresponding double nutrient card or to match one of its nutrients to another nutrient card.

If a food card is the first card in a series and has no face down cards under it, the matching nutrient card may be played under it. All other times, cards must be placed over the last card in a series.

WINNING

It is possible to win the game only when all the cards have been turned face up.

BACKGROUND INFORMATION FOR GOOD SOURCES OF IMPORTANT VITAMINS AND MINERALS

*Food is the Min-Vita's source of two nutrients. Other foods are good sources of more than one nutrient.

NUTRIENT	*FUNCTION*	*SOURCES*	*GAME'S SOURCES*
CALCIUM	Helps build bones and teeth Helps blood to clot Helps nerves, muscles and the heart to function properly	Milk - whole, skim, buttermilk, fresh, dried and evaporated -- foods made with milk Cheese Ice Cream Leafy vegetables such as collards, dandelions, kale, mustard greens, turnip greens, spinach Soybeans Shellfish, canned salmon and tuna	Whole milk Buttermilk Peanut cream soup Ricotta cheese Longhorn cheese Vanilla ice milk Spinach* Endive* Mustard greens* Collard greens*
IRON	Helps red blood cells carry oxygen	Liver, kidney, heart Liver sausage Lean meat Egg yolk Oysters Dry beans (soybeans and others) Dark green leafy vegetables Dried fruit Enriched breads and cereals Whole grain breads and cereals Nuts	Liver fried with bacon and onions Chopped chicken livers Braunschweiger Venison stew Lean ground beef Beet greens* Fruit soup Quick Cream of Wheat
VITAMIN A	Helps eyes adjust to dim light Helps skin and linings of digestive system stay healthy	Liver and liver sausage Cream, ice cream Butter, margarine Yellow cheese Egg yolk Dark green and orange vegetables -- broccoli, turnips, carrots, pumpkin, sweet potatoes, winter squash, apricots, cantaloupe Tomatoes	Braunschweiger* Rullapósla Butter Hollandaise sauce Endive* Mustard greens* Okra* Spinach* Sweet potato pie Beet greens* Guacamole* Cantaloupe Peach cobbler Watermelon* Collard greens* Bacon, lettuce, and tomato sandwiches*

NUTRIENT	*FUNCTION*	*SOURCES*	*GAME'S SOURCES*
VITAMIN C	Helps cells make a cementing material that repairs wounds and holds cells together Helps resist infection	Citrus fruit and juices Strawberries Cantaloupes Green peppers Cauliflower Broccoli Cabbage and kale and avocado Potatoes Tomatoes Brussel sprouts	Mandarin oranges Strawberry shortcake Wild raspberry pudding Watermelon Chili peppers Okra* Guacamole* Baked potato Bacon, lettuce, and tomato sandwich* Coleslaw
THIAMINE	Helps carbohydrates release energy Keeps nervous system healthy	Pork Liver, heart, kidney Whole grain breads and cereals Enriched breads and cereals Peas and beans Eggs Nuts	Sweet and sour pork with vegetable Baked ham Oatmeal with milk and maple sugar Bran muffins* Wild rice* Enriched spaghetti* Split pea soup Garbanzo beans Huevos rancheros* Quiche lorraine*
NIACIN	Helps cells use proteins and fats to make energy Helps keep skin, digestive and nervous systems healthy	Liver Meat Poultry Fish Whole grain breads and cereals Enriched breads and cereals Beans and peas Peanut butter Nuts	T-bone steaks Huevos rancheros* Herring in sour cream Baked gefilte fish Salmon loaf Bran muffins* Wild rice* Enriched spaghetti Refried beans Peanut cookies

whole milk	split pea soup	oatmeal with maple sugar & milk	wild rice	bran muffins baked ham
				garbanzo beans enriched spaghetti
mozarella cheese	quiche lorraine	sweet & sour pork with vegetables	huevos rancheros	
herring in sour cream	refried beans		salmon loaf	
				t-bone steak

okra	cantaloupe	peach cobbler	butter
avocado dip	liver sausage	fruit soup	hollandaise sauce
		venison stew	rullapolse
		lean ground beef	Special K, Product 19, Cream of Wheat, or Total
		chopped chicken livers	sweet potato pie
		liver fried with bacon & onions	beet greens

longhorn cheese	peanut cream soup	spinach	collard greens
ice cream vanilla	buttermilk	mustard greens	endive
baked potato	strawberry shortcake	chili pepper	bacon lettuce & tomato sandwich
mandarin oranges	wild raspberry pudding	cole slaw	watermelon

⚠ baked gefilte fish		⚠ peanut cookies		

CALCIUM
THIAMINE
NIACIN
CALCIUM
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN
THIAMINE
NIACIN

VITAMIN A
VITAMIN C

VITAMIN C

CALCIUM
VITAMIN A

CALCIUM
VITAMIN A

VITAMIN A
VITAMIN C

VITAMIN C

CALCIUM
VITAMIN A

CALCIUM
VITAMIN A

VITAMIN C

VITAMIN C

CALCIUM

CALCIUM

VITAMIN C

VITAMIN C

CALCIUM

CALCIUM

NIACIN

NIACIN

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

IRON

IRON

IRON

IRON

IRON

IRON

IRON

IRON

IRON

IRON

IRON

IRON

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN A

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

VITAMIN C

CONCEPT: The many forms of accessible foods affect bodily well-being

GENERALIZATION: Protein from many dietary sources provides the essential life-forming and life-sustaining structure of all organisms.

BEHAVIORAL OBJECTIVE: The student will identify the functions of protein and be able to select foods which are good sources of protein. The student will produce curds and whey from milk.

* *

Learning packets (attached)
½ pint carton of milk for each student
Popsicle sticks or plastic spoons
Glass jar (jelly)
Rennets tablets (from grocery store under brand name "Junket")
White paper towels, cheesecloth, or "paper rags"

--*FOOD AND LIFE*
Gerald Ames and Rose Wyler
Creative Education Society, Inc.
Mankato, MN 56001

"Protein the Master Builder"
Dr. Jean Mayer
Family Health, August 1974
Portland Place
Boulder, CO 80502

"How Food Becomes You" (filmstrip)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

"How Your Body Uses Food" (pamphlet)
National Dairy Council
111 North Canal Street
Chicago, IL 60606

ABOUT CHEESE
Solveig Paulson Russell
Melmont Publishers
Chicago, IL

--Duplicate learning packets -- one for each student.

Assemble materials for making curds and whey from milk. This experiment can be done individually or in small groups.

--Complete learning packets.
Make curds and whey from milk.

ADDITIONAL ACTIVITY: Invite a vegetarian or a member of the Seventh Day Adventist faith to speak to the students about vegetarianism. Prepare a main dish using only plant proteins (e.g. soybeans).

The Protein Puzzle

DOES THE MIRROR SHOW THE REAL ME?

Sometimes I look in the mirror and
Wonder if I can really see all that's there.
Is that just my family's child and some skin, eyes and hair
Or in that smiling face I see is there something that I share with every child everywhere.

The mirror cannot show what really makes my skin so clear.
For a billion trillion cells so tiny that I fear
I shall never see them are not reflected in the mirror.
Nor are the insides of every cell big enough for me to see
How a hundred thousand chemicals move to make every part of me.

All the parts of me that I can and cannot see
Are formed from chemicals from foods I eat.
And I must see that nutrients from foods like mine give not just me
But every child from every family what they need
To grow to be like the smiling healthy face I see.

P.K.

CAN YOU LIST THE NUTRIENTS EVERYONE NEEDS?

P------

C----------

F---

V-------

M-------

Proteins, carbohydrates, fats, vitamins and minerals are nutrients everybody needs.

An important nutrient that everyone needs is

PROTEIN

Sometimes protein is called the

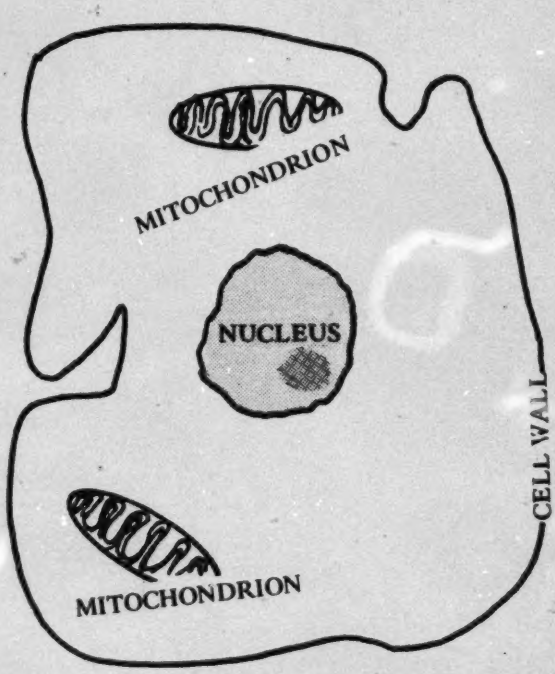
MASTER BUILDER

There are many kinds of protein.

One protein is commonly called DNA. It is part of the nucleus of every cell. DNA is just a little different in every person. It tells every cell how to build the parts that are needed to be healthy.

Other proteins make up the mitochondria, the cell wall and all other parts of the cell. In order to build new cells when a person grows or to repair injured cells, specific proteins have to be formed in the body. The building materials for these proteins come from the food you eat.

In order to build new cells, repair old cells, and keep all the cells working, energy is needed. Proteins can supply energy but more energy is supplied by other nutrients–fats and carbohydrates.



★ Can you check the reasons protein must be eaten?

PROTEIN MUST BE EATEN IN ORDER TO :

- ☐ BUILD NEW CELLS AND GROW
- ☐ REPAIR INJURED CELLS
- ☐ KEEP ALL BODY FUNCTIONS WORKING
- ☐ SUPPLY ENERGY.

2

6-26

Did you check all four? You should have.

The foods you eat supply the proteins that build all your cells. This chart is similiar to a page in a Food Composition Handbook. It lists the foods and the proteins that the given amount of food supplies. The amount of protein is usually given in a metric measure - grams.

★ Read the chart and sort the foods into the Four Food Groups. Write the food and the amount of protein it supplies under its Food Group.

FOOD	AMOUNT	PROTEIN
Banana	1 small	GM. 1.1
Baked beans in tomato sauce	½ cup	7.8
Bread, whole wheat	1 slice	2.4
Carrots	½ cup	.6
Cheese, cheddar	1 slice (1 ounce)	7.0
Chicken, fried	¼ chicken	22.4
Corn Flakes	1 cup	2.1
Egg	1 large	7.0
Hamburger, lean	¼ lb. cooked	25.9
Ice Cream	2/3 cup cooked	4.0
Lettuce	1 cup (2½ oz.)	.9
Macaroni	2/3 cup, cooked	3.5
Milk, whole	1 cup	8.5
Oatmeal	3/4 cup, cooked	4.5
Orange	1 medium	1.0
Peanut butter	2 tablespoons	7.8
Pudding	½ cup	4.5
Rice	1 cup	3.0
Soybeans	½ cup. cooked	11.0
Split pea soup	1 cup	7.0
Tomato juice	½ cup	.9
Tuna	½ cup, drained	23.0
Yogurt	1 cup	8.0

BREAD & CEREAL GROUP

FRUIT & VEGETABLE GROUP

MILK GROUP

MEAT GROUP

All other foods in the 4 Food Groups have some protein in them.

★ Which food group supplies the most protein?

- O BREAD & CEREAL GROUP
- O FRUIT & VEGETABLE GROUP
- O MILK GROUP
- O MEAT GROUP

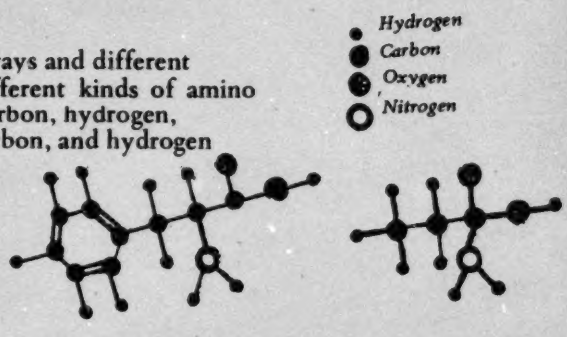
★ Which food group supplies the least protein?

- O BREAD & CEREAL GROUP
- O FRUIT & VEGETABLE GROUP
- O MILK GROUP
- O MEAT GROUP

The meat group supplies the most protein.
Fruits and vegetables supply the least.

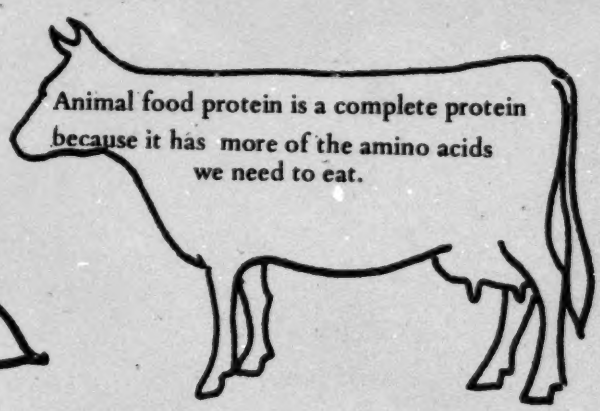
Besides having different amounts of protein the food groups have different kinds of protein.

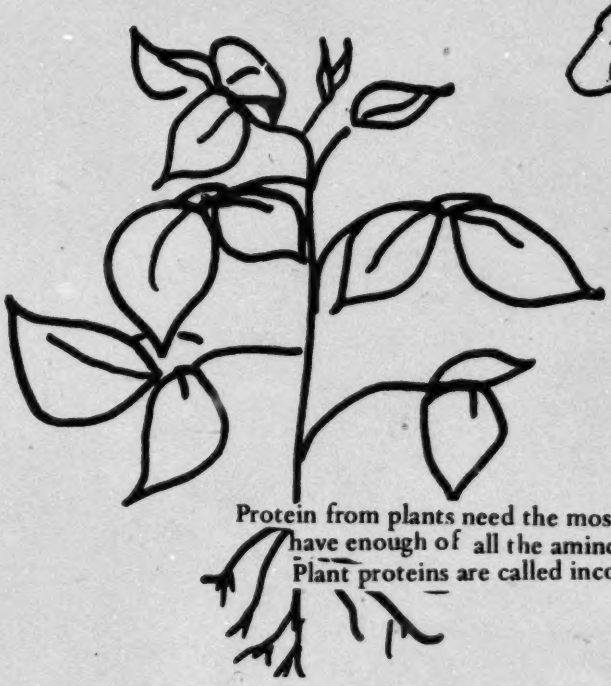
Every protein is made of small units. Each unit is alike in some ways and different in others. Each unit is called an amino acid. There are many different kinds of amino acids. All amino acids are alike because they contain nitrogen, carbon, hydrogen, and oxygen. They are different because the nitrogen, oxygen, carbon, and hydrogen are arranged differently. Below are two models for amino acids.



Every protein is formed by combining these amino acids in specific ways.

The proteins in the foods we eat are not exactly the same as our bodies need. Our bodies form some and rearrange other amino acids to make all the protein they need.





Protein from plants need the most changing because they do not have enough of all the amino acids we need to eat. Plant proteins are called incomplete proteins.

★ Which of the food groups have incomplete proteins?

- O Meat
- O Milk
- O Bread & Cereal
- O Fruit & Vegetable

★ Which of the food groups have complete proteins?

- O Meat
- O Milk
- O Bread & Cereal
- O Fruit & Vegetable

Breads and cereals, fruits and vegetables have incomplete protein. Milk and some of the meat group have complete protein. The other foods are included in the meat group because they have about the same amount of protein per serving as meats.

Because protein is a part of every cell it is important for your body not to waste it. You only need to eat a small amount every day. A little over 1 ounce--44 grams is what an average 11-14 year old needs to eat.

★ Plan meals for 2 days that would supply 44 grams of protein a day. For one day use only plant foods and milk in your menus. For the other day use both plant and animal foods. Be sure to use a variety of foods each day. The charts in the packet tell how much protein there is in some foods.

★ BOTH PLANT AND ANIMAL FOODS

	FOOD	AMOUNT	gm. PROTEIN
BREAKFAST			
LUNCH			
DINNER			
	AT LEAST 44 gm. PROTEIN		

★ ONLY PLANT FOODS AND MILK

	FOOD	AMOUNT	gm. PROTEIN
BREAKFAST			
LUNCH			
DINNER			
	AT LEAST 44 gm. PROTEIN		

5

★ At home look at the label on your favorite food. How much protein does a serving have?

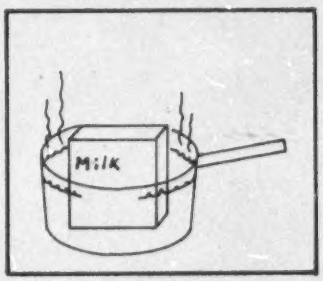
PROTEIN IN MILK

IT IS POSSIBLE TO SEPARATE THE PROTEIN OUT OF MILK.

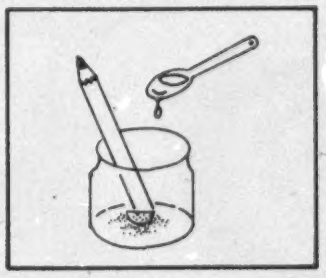
To do this you will need:

- ☐ pan of hot water
- ☐ ½ pint of milk
- ☐ ½ Rennet tablet
- ☐ measuring spoon--l teaspoon
- ☐ small jelly jar
- ☐ paper rag or white paper towel
- ☐ rubber band

★ Open the milk carton carefully. Set it in a pan of hot water. Leave it there until the milk is luke warm.

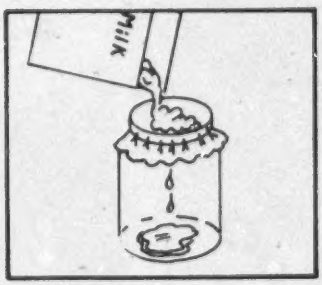


★ In a small glass jar, crush 1/2 Rennet tablet. Add l teaspoon cold water and stir until dissolved.



★ Stir the dissolved Rennet into the lukewarm milk. Stir only a few seconds. Wait five minutes. When the milk is very thick it is coagulated.

★ Fasten a paper rag on top of the jar. Pour the coagulated milk onto the paper filter. The protein curds stay on top of the paper and the whey goes into the jar.



★★ You can make cottage cheese by mixing the curds with 1/4 teaspoon of salt.
Taste a little whey. What is it's flavor?
The slightly sweet flavor is from milk sugar called lactose.
Lactose is used in making fruit drinks and animal feed. Have you seen lactose on food labels?

CONCEPT: Effect of advertising on food choices

GENERALIZATION: Advertising is used to create a desire for food products. The manner in which the advertisement is presented by the various media: television, radio, newspaper, magazines, affects the choices of the consumer.

BEHAVIORAL OBJECTIVE: The student will analyze several food ads presented by the teacher to discover the approach used to sell the products. The student will set up an advertising campaign to sell a school feeding program such as breakfast, milk, or lunch.

* * * * * * * * * * * * * * * * * * * *

--Food ads from newspapers and/or magazines

--Select food ads from magazines and newspapers to show to the students. Tell them that these ads sell the product by using a certain approach. As the students analyze each ad help them determine which approach(s) is being used. (See attached information sheet.)

NOTE: When choosing the food ads start out with those in which the approach is obvious. If the students demonstrate the ability to pick out the idea easily, proceed to more difficult ones.

Help the students plan an advertising campaign using more than one media to sell a school feeding program such as school lunch, breakfast, or milk. Get permission from principal to actually carry out the advertising campaign planned by the students.

-Analyze the food ads the teacher shows and decide what method of appeal it uses to sell the food.

Think of some other ads you have seen or heard which sell food by using one or more of the methods learned about.

Make a bulletin board with ads taken from newspapers and magazines. Use examples of the various advertising approaches.

Plan to advertise school lunch, a milk or breakfast program and make up ads for radio, television, newspaper, and magazines using several of the methods learned about to sell the program. If possible actually carry out the advertising campaign in school.

ADDITIONAL ACTIVITY: Invite someone who works for an advertising agency to school to explain how advertising campaigns are planned and written.

BACKGROUND INFORMATION

Advertising campaigns try to appeal to as many people as possible by showing how a product can satisfy a common human need. Some human needs often used in food advertisements are convenience, economy, health promotion, self-pride, increased social status, and increased pleasure. Sometimes an advertisement will appeal to more than one interest.

Convenience is a frequently used appeal.
Ready-to-serve in just two minutes
Take-along size of Hawaiian Punch
Holiday From Cooking -- Stouffers
Stop working on company time -- Campbells soup
Something special to eat -- nothing much to clean up -- Snackin' Cake Mix
These are examples of appeals to ease or quickness of preparation.

Economy appeals are often used in newspaper ads.
Quality protein at 1/3 the cost of meat -- Protein-ettes
Save 5 cents with this coupon
Most grocery ads sell by hoping to impress the shopper with a low price for a good product.

Health promotion may be a subtle appeal.
Great-tasting nutrition -- Kellogg's
It's the best in polyunsaturates -- Mazola
Good breakfasts are cholesterol free thanks to Egg Beaters
Fortified Jell-O Gelatin
Quaker 100% natural cereal, no artificial color, flavor or preservatives
Your baby's first foods should be plain and simple -- Gerber's
These imply that the products will solve the unstated health concerns. Food supplements often use more direct approach.

Self-pride and increased social standing may be used to sell expensive products or to better the image of inexpensive products. Liquors often use this appeal.
Your reputation is safe with us -- Rath Packing Co.
Being like an astronaut, or well-educated woman -- Tang
The breakfast of champions and he knows he is a man -- Wheaties
The first vegetables your husband might even notice -- Bird's Eye combinations

Increased pleasure appeals to the senses. A product tastes, looks, smells, or feels better than any other.
'mmm'mmm good -- Campbells Soups
Robust flavor -- Kraft Macaroni and Cheese Dinners
These are campaigns emphasing flavor. Other key words are beautiful, delicious, crunchy, and good tasting. Close up pictures of perfect vegetables, light cakes, and creamy frosting also add to the appeal to pleasure.

CONCEPT: Treating traditional foods to extend safe usage

GENERALIZATION: Modern food processing methods use preservatives to improve the keeping quality of foods.

BEHAVIORAL OBJECTIVE: The student will identify some modern preservatives used in breads and will discuss advantages gained by using preservatives in bread products.

* *

-The song "Do You Know the Muffin Man?" (words attached)
Recipe for English muffins (attached)
Background information sheet (attached)
Bread wrappers which list preservatives used

-*"Your Daily Bread and It's Dramatic History"* (student reference)
American Bakers Association
1700 Pennsylvannia Avenue N.W.
Washington, D.C. 20056

"Enriched Bread: It's History, It's Ingredients, It's Nutritive Value" (student reference)
American Institute of Baking
400 East Ontario Street
Chicago, IL 60611

"Primer on Food Additives" (teacher reference)
S.E. Damon
Food and Drug Administration
240 Hennepin Avenue
Minneapolis, MN 55401

THE CHEMICALS WE EAT
Dr. Alvin Silverstein
Follett Publishing Co.
Chicago, IL

-Before teaching this lesson put a collection of wrappers from commercially baked bread on a "Why Add Additives?" bulletin board. Write the name of the preservative listed on each wrapper on a separate card and put it on the bulletin board beside the wrapper. Connect the two words with yarn or string.

Use the song "Do You Know the Muffin Man?" to introduce this lesson. Ask the students to recall this from when they were younger; and if someone knows, to what kind of muffins the song refers to (English).

Ask how many students have tasted English muffins. Ask someone to describe them for the class.

Direct students in making English muffins.

Set a wrapped English muffin and a slice of commercially baked bread aside to be observed. Which becomes moldy the quickest? (English muffins) What might be the reason for this? (Commercially baked bread products contain preservatives which keep them fresh and free from mold longer.)

While muffins are baking, compare the advantages of homemade English muffins without additives and commercially baked muffins with additives. Write them in two columns on the chalkboard: Advantages of Homemade Muffins -- Advantages of Commercially Baked Muffins.

Divide the class into groups to write singing commercials about English muffins as they might be sold with and without the additives. They may be written to any tune the students wish to use.

--Recall Muffin Man song.
Discuss advantages of using preservatives in bread products.
Write singing commercials for homemade and commercially baked English muffins.
Share commercials with the class.

ADDITIONAL ACTIVITY: Find some other bread products such as crackers which use preservatives. Display on bulletin board.

BACKGROUND INFORMATION

"DO YOU KNOW THE MUFFIN MAN?"

From *GAMES FOR THE VERY YOUNG* by Elizabeth Matterson, American Heritage Press, New York, NY.

Do you know the Muffin Man, the Muffin Man, the Muffin Man?

Do you know the Muffin Man that lives in Drury lane?

Yes, I know the Muffin Man, the Muffin Man, the Muffin Man.

Yes, I know the Muffin Man that lives in Drury Lane.

(A game similar to blind-man's bluff is often played with the song.)

The song "Do You Know the Muffin Man?" refers to English muffins which became the traditional tea time refreshment during the Edwardian Period in England. King Edward VII reigned in England from 1841 to 1910.

Street venders sang this song as they went about selling the muffins to the people of the town. The muffins were split, toasted over a small charcoal fire and served with marmalade as a snack in late afternoon. They probably were baked on a hot griddle just before they were sold.

People have long used salt, vinegar, heat, freezing, smoke and spices to prevent food spoilage. Modern science has developed preservatives such as sodium proprionate and calcium proprionate to retard the growth of bread mold. These two preservatives are produced naturally in swiss cheese, and are entirely safe to add to bread products to keep them from molding for longer periods of time.

English Muffins

EQUIPMENT

large bowl
measuring pans and spoons
electric mixer
rubber scraper
cookie sheet
pancake turner
pot holders
small saucepan
large stirring spoon
clean dish towel
cookie cutter (2 inch)
electric fry pan
wire cooling rack

FOOD

1 cup milk
2 tablespoons sugar
1 teaspoon salt
1 stick margarine
1 cup warm water
1 package dry yeast
2 pounds flour
about 1 cup cornmeal

- Measure 1 cup of milk. Heat milk in a saucepan until tiny bubbles form. Add 2 tablespoons sugar, and 1 teaspoon margarine. Cool until lukewarm.

- Measure 1 cup warm water into large bowl. Water is the right temperature when a drop of water on the inside of wrist feels warm but not hot (105-115° F.). Sprinkle package of dry yeast over the warm water and stir until yeast dissolves.

- Add the milk mixture to the dissolved yeast. Measure 3 cups of flour. Add 1 cup at a time. Stir carefully until all the flour is wet; then stir with an electric mixer on high speed until batter is smooth (about 2 minutes).

- Measure 2 more cups of flour. Add ½ of it and mix with an electric beater on slow speed. Add more flour until dough is made. It is no longer sticky but will still be soft enough to handle. More flour than you measured may be necessary.

- Sprinkle flour on a clean table. Turn the dough onto the floured area. Knead the dough about 2 minutes. Fold one edge of the dough over the other. Press firmly with palms of hands. Turn the dough ¼ turn and fold again. Repeat for about 2 minutes or until the dough is manageable and can be formed into a ball.

- Wash the large bowl and grease with margarine. Put dough ball in bowl; cover with a clean towel. Let rise in a warm place until double in size. This usually takes at least one hour.

- Punch dough down; divide in half. Sprinkle corn meal on a clean table. Put each part into a circle ½ inch thick. Cut muffins with a cookie cutter. Place on ungreased cookie sheet 2 inches apart. Scraps can be patted together and cut.

- Cover and let rise in a warm place until double in size (about ½ hour).

- Heat the electric fry pan to 350°. Melt a small amount of margarine in the fry pan. Place muffins -- corn meal side down -- in the fry pan. Bake until well browned (about 10 minutes on each side). Cool on wire racks. Do not cover fry pan. Split muffin and toast it just before eating. Marmalade tastes good with them.

CONCEPT: The effect of peer influence on food habits

GENERALIZATION: Some foods become associated with peer groups because they are preferred or most frequently eaten by certain age groups.

BEHAVIORAL OBJECTIVE: The student will arrange foods from three menus in categories according to the peer groups which most often eat the foods.

* *

-Overhead transparency of Menus Have Meaning (attached)

-Show the students the three menus on the overhead projector. Tell them to carefully note the foods on each menu. Turn off the projector. Ask them to comment on any ideas or thoughts that came to their minds as they read the menus. As the students mention these, write every idea on the chalkboard. When there seem to be no further ideas or comments ask them to pick out the similar ideas. Label each similar idea with an identifying mark, e.g. a number or a letter. The next step is to see if the students can give each group of similar ideas a title (see attached sheet).

Turn the overhead projector on again and ask the students to name other foods which would be eaten by each group.

-Read menus.
Contribute to discussion by mentioning ideas and thoughts about the foods on the three menus, grouping them, and giving titles to the groups.
Mention other foods eaten by each group.
You can choose a class secretary to copy the foods down as they are mentioned.

TEACHER INFORMATION

Some of the ideas and thoughts the students may mention after looking at Menus Have Meaning might be:

Baby food -- A
All soft -- A
One from each of the four food groups
Quick meal
That's really expensive
"Yuk" kids wouldn't eat that!
Nobody but babies eat pablum – A
Grandpa mashes his bananas like a baby because
he has no teeth -- A

Identify each group of similar ideas with a letter.

After the various ideas are grouped and identified with a letter, re-write all similar ideas together:

Baby food
All soft
Nobody but babies eat pablum
Grandpa mashes his bananas like a baby because
he has no teeth

A title for this group might be "Foods Babies Eat."

Continue grouping and titling the entire original list in this manner. The students should find three categories: Foods babies eat, Foods adults eat, and Foods teenagers eat.

Menus Have Meaning!

STRAINED LIVER
PABLUM
MASHED BANANAS
MILK

CHEESEBURGER
FRENCH FRIES
KOOL-AID
CHOCOLATE CHIP COOKIES

WHITE WINE
CAESAR SALAD
BAKED SOLE
SWEET POTATOES
HARD ROLLS
STRAWBERRY-RHUBARB PIE